DOCUMENT RESUME

ED 459 167 SP 040 392

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TITLE In Pursuit of Teacher Quality: Three Models of Success.

INSTITUTION ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

SPONS AGENCY Department of Education, Washington, DC.

PUB DATE 2001-12-00

NOTE 27p.; E-Primer #4.

CONTRACT ED-99-CO-0007

AVAILABLE FROM ERIC Clearinghouse on Teaching and Teacher Education, 1307 New York Avenue, N.W., Suite 300, Washington, DC 20005-4701. For full text: http://www.ericsp.org/pages/digests/eprimers.html.

PUB TYPE ERIC Publications (071) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Adult Learning; *Career Choice; *College School Cooperation; Diversity (Student); Educational Quality; Elementary Secondary Education; Experiential Learning; Faculty Development; Higher Education; Inquiry; Integrated Activities; Mentors; *Minority Group Teachers; Minority Groups; Partnerships in Education; Poverty; Preservice Teacher Education; *Teacher Certification; Teacher Collaboration; Teacher Improvement; Teacher Recruitment; *Teaching (Occupation); Urban Schools

ABSTRACT

This document is comprised of three papers by various authors, summarizing three different models of programs that successfully promote teacher quality that were introduced at the National Conference on Teacher Quality in January 2000, hosted by the U.S. Department of Education. The first program described, the Pathways to Teaching Program of Armstrong Atlantic State University, sponsored by the DeWitt Wallace-Reader's Digest, is designed to increase minority teacher recruitment by offering tuition and educational support to school district employees who want to become certified teachers. The second program described, the Urban Teaching Partnership Program, is a university-school district collaborative program in which students have a baccalaureate degree outside of education and pursue teacher certification in an intensive, 1-year, school-based program. The program prepares participants to work in high poverty, diverse, urban contexts while concomitantly preparing experienced teachers as mentors and as site-based teacher educators. The third program discussed ,the North Carolina State Model Clinical Teaching Program and Mentor Education Network, offers a long-term, school-based, collaborative model for teacher professional development. The model is designed around the concept of integrated learning, which uses experiential learning, selective role taking, and inquiry projects to increase the cognitive complexity of adult learners. (Contains 59 references.) (SM)

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IN PURSUIT OF TEACHER QUALITY: THREE MODELS OF SUCCESS

December 2001

ERIC Clearinghouse on Teaching and Teacher Education
1307 New York Avenue, #300
Washington, DC 20002

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In Pursuit of Teacher Quality: Three Models of Success

In January 2000, the U.S. Department of Education hosted a National Conference on Teacher Quality. Three models for programs that promote teacher quality that were initially presented at that conference are discussed in this e-primer.

The DeWitt Wallace-Reader's Digest Pathways to Teaching Program increases minority teacher recruitment by offering tuition and educational support to school district employees who want to become certified teachers. This paper describes The Pathways to Teaching Program at Armstrong Atlantic State University.

The University Teacher Partnership, operated by UNLV's College of Education, is a university/school district collaborative program, in which students have a baccalaureate degree outside of education and pursue teacher certification in an intensive, one-year, school-based program. The UTP Program prepares participants to work in high poverty, diverse, urban contexts while concomitantly preparing experienced teachers as mentors and as site-based teacher educators.

The North Carolina State Model Clinical Teaching Program and Mentor Education Network offers a long-term, school-based, collaborative model for teacher professional development. The model is designed around the concept of "integrated learning," which uses experiential learning, selective role-taking, and inquiry projects to increase the cognitive complexity of adult learners.

Readers are encouraged to submit questions or share their own views on the topic of teacher quality by emailing the ERIC Web Master.

This project has been funded, at least in part, with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0007. The content of these papers does not necessary reflect the views of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Selecting and Preparing Quality Teachers from the Non-Certified Personnel Pool

A Review of the DeWitt Wallace-Reader's Digest Pathways to Teaching Careers Program

Evelyn Dandy, Armstrong Atlantic State University

They will be teachers, but to the kids they'll reach, they'll be heroes. They'll give them hope. They'll give them dreams. They'll change their lives. (Haselkorn, D. And Fideler, E., 1996, p. 6)

There is a serious need to improve education in urban schools, where teacher turnover, student mobility, dropout rates and absenteeism are high, violence is often a threat, and achievement is miserably low. Teachers who live and work in the community could potentially provide insight to the problems in those schools and offer viable solutions. Yet, it is not unusual for children in urban schools to progress from kindergarten to twelfth grade and never have a teacher from their home culture or community—one who shares the same values, applauds the same role models, reads the same books, listens to the same music, watches the same television programs, and gains inspiration from the same kind of worship service.

This is a common phenomenon in America's schools today. Only a very small percentage of teachers teach in the same community where they work. This is especially true of most inner city schools where there are large numbers of students of color—African Americans, Asian Americans, Hispanic Americans and American Indians. According to the Alliance for Equity in Higher Education (2000), 37 percent of K-12 students are minorities and only 10 percent of their teachers are minorities.

Investigators have studied components of successful programs that would recruit, train, and employ minority teachers. Their findings have summarized how to build a pool of potential teaching candidates, what institutions of higher education must do to address the need, and how teacher education curricula must change in order to prepare these teachers. The program described in this article addresses those issues.

A Review of the Literature

Villegas and others (1995) found four major factors that characterized successful minority teacher recruitment programs: commitment to multiculturalism; support services for participating students; financial incentives; and use of cohort groups. They concluded that curricula must incorporate increased meaningful experiences in urban schools, stemming from a collaborative relationship with the public schools and a teacher education curriculum that embodies instruction in the attitudes, knowledge, and skills teachers must have in order to work effectively with children in urban environments.

According to a report from the Holmes Group (Nicklin, 1995), the lack of progress in school reform—especially in urban areas—is partly the fault of higher education. Fewer than 5 percent of teacher educators nationwide have ever taught in an inner city school. Those who have limited experience in these schools might not be sensitive to the issues, needs, and resources available (Haberman, 1987). Retired school district principals offer a possible source of adjunct professors, because they are familiar with the intricate workings of their schools, and they have been sensitized to contemporary classroom life.

Haberman (1989) suggests that paraprofessionals (also known as teacher assistants, teacher aids, or paraeducators) are a viable pool from which to select minority teachers because of their experience in public schools. Haselkorn and Fideler (1996) report that the nation's nearly 500,000 paraeducators hold promise for creating a more diversified workforce. According to their national study, programs designed for populations such as these carry significant advantages because they:

1. bring mature individuals with extensive classroom experience into the profession;
2. have far lower rates of attrition than many traditional teacher education programs;
3. foster high expectations for K-12 students because they internalize a commitment to doing whatever it takes to set high goals and achieve them;
4. strengthen among classrooms, colleges and communities to make higher education more accessible, more affordable, and more relevant to the demands of contemporary classroom life; and
5. bring to the profession individuals who live in, work in, and understand the community of their students.

The Pathways to Teaching Careers Program

<u>The Collaborative Units: AASU, SSU, SCCP</u>

Although there are 14 state and 18 private post-secondary institutions in Georgia that offer degree programs in education, Armstrong Atlantic State University (AASU) is the only one to offer education degrees in the coastal or 10 adjacent interior counties. Located in south Savannah, AASU employs 236 full-time faculty, and offers 75 academic programs to over 5,400 graduate and undergraduate students. In 1996, AASU's School of Education was the 7th largest of the 33 state institutions. AASU's graduates have a 97 percent pass rate on the required Georgia Teacher Certification Test (TCT). In 1999, AASU was first in the state in the number of minority students enrolled in student teaching.

Armstrong and Savannah State University (SSU), a traditionally black institution, have worked together very closely during the past 20 years to improve public education. Instituted in 1991 by agreement with the Board of Regents, the teacher certification program at SSU allows students there to pursue degrees in their chosen content areas and take certain prescribed professional education courses through which they can earn professional certification to teach in the public schools of Georgia. The content courses are taught by the SSU faculty, while the professional education courses are taught on the SSU campus by AASU faculty.

The Savannah-Chatham County Public School District (SCCP) incorporates pre-kindergarten through grade 14 and serves 55,000 students, employs 2,500 teachers, and staffs 44 schools. Minorities comprise approximately 66 percent of the student body, but they account for 80 percent of suspensions and only 59 percent of the high school graduates. In 1992, the Savannah-Chatham County Public Schools employed 2,193 teachers, 63 percent of whom were Caucasians and 36 percent of whom were African American. In 1992, SCCP also employed 664 paraprofessionals. Of that number, 440 were minorities with 15 males and 425 females. From 1992 until 1994, only 22 percent of the 410 teachers hired were African American females and only 7 percent were African American males. SCCP recognized the need for minority teachers and began a dialogue with AASU and SSU in an effort address the shortage.

The Pathways to Teaching Program

The Pathways to Teaching Program at AASU is one part of a national effort—The Pathways to Teaching Careers Program. The program is the brainchild of Dr. Mildred J. Hudson of the DeWitt Wallace-Reader's Digest Fund, which was instrumental in forging the investment of some $40 million for a series of grants that included 66 colleges and universities located in 47 cities in 28 states. These grants were targeted to produce more than 3,000 teachers—especially minorities--who would serve more than 100,000 students annually in urban and rural public school systems. Regional technical assistance for program direction was provided by the Southern Education Foundation, which has a 125-year record for promoting equity and equality in education. (See the Fall 1998 issue of *Urban Education* for an evaluation of the national program and additional articles on teacher recruitment. Additionally, the DeWitt Wallace-Reader's Digest Fund (2001) has published *Ahead of the Class: A Handbook for Preparing New Teachers from New Sources*, which chronicles lessons learned from this national effort.)

In 1992 both AASU and SSU received $612,000 in an original grant from DeWitt Wallace-Reader's Digest Fund. Eighty percent of the grant was designated for scholarships and the remainder was targeted for program costs. An additional $12,000 was awarded for a special account—a contingency fund for Scholars to handle childcare, books, travel, and other unexpected emergencies. SCCP also entered into agreement with AASU and SSU as shown by their commitment to release 30-40 paraprofessionals *with pay* one day per week for four years, so that they could complete their educational program at AASU or SSU. The estimated total in-kind contribution of the SCCP for this endeavor was $336,000.

The remainder of this article will describe in detail AASU's efforts in the Pathways to Teaching Career Program.

Program Mission and Goals

The mission of AASU's program is to increase the number of certified teachers, primarily minorities, in Savannah-Chatham County Public Schools. The goals are 1.) To produce at least 55 certified elementary and middle school teachers; 2.) To enhance the capacity of AASU's teacher preparation program by modifying and expanding the current curriculum; 3.) To strengthen and maintain the collaborative effort among AASU, SSU, and the SCCP; and 4.) To facilitate professional working relationships among faculties.

Program Design

The Pathways to Teaching Program employs a Program Director, Coordinator and a full-time Secretary. The Program Director deals with the day-to-day running of the program. The Coordinator aids the Director in developing the curriculum, assumes advisement responsibilities of the Director, assists in the hiring of part-time faculty, and chairs the Program's Advisory Committee, which is responsible for monitoring the program's operations. The SCCP representative maintains ongoing dialogue with the Program Director, acts as liaison to other SCCP services and personnel and serves on the Screening/Advisory Committee.

Program Eligibility

The program's target population is non-certified personnel: Paraprofessionals, substitute teachers, school clerks, and secretaries. Program applicants must be an employee in good standing at the SCCP, declare education as their major at Armstrong, qualify for regular admission at AASU, and commit to teaching in inner city schools for a minimum of three years following program completion. The SCCP distributed initial applications and made principals and other administrators aware of the program's goal to recruit and train minority teachers.

The Screening Process

Because a program is only as good as its students, the program's screening process serves as a quality control mechanism. The Screening/Advisory Committee is made up of faculty from the College of Education and the School of Arts and Sciences, a representative from the Office of Public Relations, the Minority Affairs Officer, a local psychologist, and the Program Director. Preliminary applications, distributed by the SCCP's Office of Human Resources, include a 200-300 word essay on "Why I Want to Become a Teacher." If a committee of AASU faculty from the Department of Languages and Literature readers does not pass the essay, applicants are sent a letter of rejection. If the essay is approved, applicants are sent a letter stating that they should pick up the Secondary Application Packet. The Secondary Application requires the applicants to fill out a form requesting additional information on SCCP employment and write a short paper describing an educational dilemma they have faced. In addition, applicants must submit three detailed recommendations from their supervisor and two teachers with whom they have worked and have all transcripts sent to AASU.

Once all documents have been received, the Committee meets to review all files. If invited for an interview, applicants are required to write an essay and answer questions posed by the Committee. The applicants are rated on recommendations, essays, grade point average, grooming, personality, level of commitment, and oral reading performance. All decisions of the Committee are final. Applicants accepted as Scholars must sign a contract that describes the obligations of the Program and the Scholars. Once all of the final selections have been made and acceptances received, Scholars and their spouses attend an orientation workshop that gives them a thorough understanding of the project.

Support Services for Scholars

When successful Scholars were asked to identify the most significant features of the Program, their overwhelming response was the support provided by the program's advocates: the director, secretary, faculty, and office personnel in various offices on campus. They could call the University and get immediate answers to their questions. There was always someone they could turn to when times were difficult, someone who could empathize with them as they faced challenges brought on by a full-time job, part-time employment, children, aging parents, rigorous coursework in mathematics, and writing requirements many of them had not faced in many years. Additionally, support was available through 80% tuition scholarships, textbook vouchers, flexible scheduling, orientation sessions, refresher courses, tutorials, cultural awareness activities, family support activities, networking, mentoring, and incentive awards. The Program fosters a familial atmosphere where Scholars progress through their educational programs in cohort groups. They are encouraged to form study groups, share babysitting responsibilities, and participate in car pools.

Special Features of the Program

1. How to Improve Your GPA Workshops Any Scholars whose grade point average (GPA) was 2.5 or below were identified and required to engage in a series of tasks. Initially, all were counseled by the Program Director to determine their immediate goals. The College of Education's Counselor held a mandatory four-hour workshop on "How to Raise Your GPA." Each Scholar met individually with the Counselor and outlined a plan of action. Scholars' grades were recorded for three consecutive semesters. Subsequently, two Scholars in that group earned eligibility for the 100% tuition HOPE Scholarship given to Georgia students who maintain at least a 3.0 GPA. After one year, Scholars who failed to improve their GPA were placed on probation and given two more semesters to improve. Those whose GPA continued to suffer were asked to leave the Program. A total of 11 Scholars have been dismissed from the Program due to low grades.

2. Mid-term Grade Reports On all mid-terms rolls, Scholars are designated with the letter T. Two weeks prior to mid-term, faculty who have Scholars in their courses are sent a brochure and fact sheet describing the Program. They are asked to submit the mid-term grade to the Program Director, who counsels any Scholar receiving a C or below, and locates a tutor for the Scholar if necessary. The Scholar is directed to meet with the instructor to discuss progress in the class. Only in rare cases are courses dropped at mid-term.

3. Friday Replacements This is a unique win-win arrangement for Scholars, teachers with whom they are placed, school principals, and AASU senior level education majors. Notices are sent to qualified majors, who sign an agreement to replace Scholars every Friday during the quarter and earn $25.00 per week. Scholars, released with full pay, are responsible for orienting their replacements, seeing that they sign in at the school, and following through with work plans. The University offers two three-credit classes, sometimes taught by retired principals, every Friday during the semester. Principals are pleased with this arrangement because their most valuable paraprofessionals are replaced at no cost to the school, and they have an opportunity to observe potential student teachers. Education majors have an opportunity to "get their foot in the door," engage in authentic classroom experiences, and earn up to $100 per month. This

arrangement allows some Scholars to take a full load of courses and eliminate the need for child care as Scholars take evening courses. This effort was subsidized by interest earned from the initial grant award.

Scholar Accomplishments

Sixteen Scholars have won their school's nomination for Sallie Mae First Year Teacher of the Year. One has won the Billy Ward Scholarship presented by the National Association for Alternative Certification and Educational Preparation. Another has won the Phi Delta Kappa National Student Teaching Award for superior achievement in this clinical experience. Scholars have delivered presentations on the program at local, state, and national professional conferences of organizations such as the American Association of Colleges for Teacher Education, the National Education Association (NEA), and Recruiting New Teachers, Inc. One Scholar was invited to testify before a congressional committee on the need for minority teachers and the impact the program has had on his life. Eleven Scholars have earned their Master's degree and two are pursuing a doctorate. One has won four successive scholarships from the Breadloaf School of English to enroll in master's degree study at Oxford University, England. AASU's Pathways Program has been cited as one of the "Five Best Practices for Retention" in the University System of Georgia and awarded exemplary program status. The Program was featured in NEA's School Stories, a 30-minute documentary aired on The Learning Channel. The program has been featured on local, state, and national television, radio and newspapers.

Demographics of the Program

Out of 1,000 applicants, 108 Scholars have been selected for the program. Of that number, 55 are pursuing bachelor's degree and 53 are pursuing teacher certification. As of spring, 2001, 65 Scholars have completed the program. Of the graduates, 54 are employed in local public schools. These teachers have a 94% retention rate.

Employment level for Graduates of the Program*

Graduates	Elementary	Middle	High School	Totals (%)
Black Male	9	6	2	17 (26%)
Black Female	27	14	1	4 2 (65%)
White Male	1	1	0	2 (3%)
White Female	3	1	0	4 (6%)
Total	40	21	3	65 (100%)

* Grade Summaries: 2.99 = Mean GPA of Scholars

*48% of the graduates have an overall GPA of 3.0 or higher.

Grade Distribution Summer 1993 – Spring, 2001

Grades	A	B	C	D	F	W	S	Total
Number of Scholars Receiving Grade	486	690	281	109	61	94	88	1809
Per cent of Scholars Receiving Grade	27%	38%	16%	6%	3%	5%	5%	100%

Program Replication

Program Costs

DeWitt Wallace-Reader's Digest Fund has estimated the cost of preparation for one individual who is seeking certification by taking 10 to 12 courses in public institutions of higher education to range from $14,817 to $22,855 for scholarships, tuition, fees, and books. Support monies for program administration, supervision of field experiences, counseling, tutoring, test preparation, clerical assistance, postage, telephone bills, materials and supplies, and photocopying was estimated by the Fund's report estimated in a range of $8,568 to $12,274 per person. For AASU, the costs were considerably lower because of the level of in-kind contributions. AASU donated in-kind services such as the director's salary, faculty office space, application fee, computer upgrades, student teaching and graduation fees. SCCP donated Friday release time for paraprofessionals, cost for drug screening lab tests, liaison attendance time at screenings and Advisory Committee meetings, and made health insurance payments for Scholars during their student teaching experience.

ASSU's average cost for a Scholar who had already earned a baccalaureate degree was $3,500, and support was calculated at $2,000. The obvious range and difference were related to the number of courses applicants were required to complete by the state certification agency and the university's certification curriculum. Generally, Scholars who entered with higher GPAs and fewer course requirements completed their coursework within two years with need for fewer support services.

Lessons Learned

The University's administration continues to recognize that institutions *can* recruit, retain/train, and graduate minority students when they cultivate the resiliency already inherent in students who survive the screening process. However, several support systems *must* be in place:

1. *A credible, committed university advocate* who can empathize with the Scholars, and is accessible and aware of the resources that will help the students.
2. *Money* for scholarships, books, tutoring, and emergencies that are bound to occur when the targeted population embarks on college completion.
3. *Flexible scheduling* that provides for the Scholars who are juggling numerous other responsibilities: part-time employment, care of elderly parents, etc. Classes must be offered at night as well as on the weekends.
4. *Administrative support* from the President, Vice President, Dean, Department Head, and Faculty. A message is sent to all faculty and support services that this Program is a

priority. When this occurs, the institution rallies around the Program to provide essential services.

5. *Close collaboration* with public school personnel who work together to recruit, select and place graduates. A memorandum of understanding between cooperating institutions is essential to sustain the program through possible administrative changes.
6. *Increased practicum requirements in teacher-education courses* - The real world of schools has changed since many university faculty have received their preparation. Faculty development programs sensitize them to the needs of this new population and provide strategies for adjusting their curriculum accordingly. Newly retired principals and other administrators who have demonstrated successes in urban schools offer a wealth of knowledge and experiences as adjunct faculty and mentors for these Scholars.
7. *An Advisory Committee* that is sensitive to the needs of the targeted population and is willing to advocate in their respective venues: the host university, the school district, the community, the school board, etc.

Support for Replication

In a three-round competition with 1,540 applicants, the Pathways Program won the 1997 Innovations in American Government Award that provided monies for replication and dissemination. This funding subsidized two national Scholars conferences, inviting participants from the national programs and enabling several Scholars to accompany the Program Director and present the model at state, local, and regional professional conferences. Videotapes of the appearance on "World News Tonight with Peter Jennings" and the 30-minute NEA-sponsored documentary were introduced as possible recruitment tools.

In the fall of 1999, the Program received a three-year grant from the U.S. Department of Education's Teacher Quality Initiative to replicate its efforts in three neighboring rural counties. These school systems have demonstrated an even more serious need for minority teachers. Employment of minority males in those counties was a low as 4%. The goal of this effort is to produce 50 new minority teachers. The national Teacher Quality Initiative has designed its new projects after the Pathways to Teaching Careers Program model.

Summary

Strategically screened non-certified school district personnel, who have exemplary work records, better than average college grades, and a sincere commitment to teaching, can and do make quality teachers if participating universities and school districts provide them with financial, emotional, and intellectual support to surmount the obstacles posed by a family, full-time or part-time employment, and a return to college. A successful program must have committed leadership, and all constituents in the program must – through open dialogue – persist in seeking solutions for preparing quality teachers.

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Selecting, Preparing, & Mentoring Teachers in Urban Contexts

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Many school/university partnerships to prepare teachers have developed in the United States over the last two decades. These partnerships have been supported by efforts of the Holmes Group (1990) as well as researchers and practitioners in universities and schools (e.g., Cochran-Smith, 1991; Comer, Ben-Avie, Haynes, & Joyner, 1999; DeBolt, 1992; Feiman-Nemser, 1983; Goodlad, 1994). In particular, teacher educators have been involved in developing partnership programs where classroom teachers participate with them in the preparation of teachers (Cochran-Smith, 1991; Nevins, 1993, Odell, 1990).

Along with the trend toward school/university partnerships, during the past 15 years there has been a significant shift in the sociological environment of America's schools (Corrigan & Haberman, 1990; Darling-Hammond & Sclan, 1996; Grant & Secada, 1990; Hodgkinson, 1995), with the percentage of minorities in our school-age population steadily growing. The U.S. Department of Education has estimated that 53 million students will enroll in public schools in 2001. This is 8 million more than the total number of students enrolled in 1985. The steady increase in student enrollments is projected to continue, with the U.S. needing more than 2.2 million teachers over the next decade to accommodate this growth. No wonder that the Department of Education (1998) has emphasized the need for dedicated, well prepared, diverse teachers to meet the crisis-level demand for teachers in our nation.

The Clark County School District (CCSD) in Las Vegas, Nevada is the fastest growing and sixth largest school district in the United States. From 1990 to 2000, CCSD's student enrollment expanded from approximately 120,000 to about 217,000, with 48 percent of the student population now being students of color. The school district anticipates continuing to hire 1700 to 2000 new teachers each year for the foreseeable future. The College of Education at the University of Nevada, Las Vegas (UNLV) is the only public institution preparing teachers in a several-hundred mile radius and currently graduates approximately 600 teacher candidates per year. Clearly, the local school district in Las Vegas is facing a teacher shortage, particularly in its urban, diverse schools, that is not being met by UNLV. Consequently, the school district has solicited additional assistance from UNLV's College of Education. The Urban Teaching Partnership Program (UTP) was established as one of several programs developed in response to this request for assistance from the school district.

UTP Program Description

The UTP Program was designed to meet local school needs for teachers to work in urban settings, to serve as a prototype for preparing teachers to work in diverse contexts, and to serve more generally as a model for other teacher education program initiatives at UNLV. It was

developed by the UNLV College of Education collaboratively with CCSD as an alternative and intensive route to teacher licensure in the state. It is a one-year, full-time, field-based, post-baccalaureate teacher education program.

The overall purposes of UTP are to prepare teachers to work in schools in high poverty, diverse, urban contexts; blend the theory and practice of teaching; and offer experienced teachers professional development opportunities as mentors in the program. The goals of UTP were collaboratively determined by university UTP faculty and CCSD personnel during a program-planning year. The specific goals of the program are to:

1. offer an innovative way of preparing urban teachers to meet the needs of diverse urban learners;
2. provide a quality, intensive, and accelerated teacher preparation program for students who have baccalaureate degrees outside of education and have the dispositions to become teachers in diverse urban settings;
3. study and implement state of the art practices in urban teacher education;
4. increase the number of high-quality novice urban teachers, including those from under-represented groups;
5. include experienced teachers in the preparation and mentoring of novice teachers as site-based teacher educators;
6. strengthen and enrich collaborative efforts between CCSD and UNLV.

The UTP Program currently includes a cohort of 25 elementary and 18 secondary post-baccalaureate students who are referred to as interns in the program. Under the UTP Progam guidelines, interns are selected using the Haberman Urban Teacher Selection Interview (Haberman, 1995b), which assesses the candidates' dispositions toward working with children in poverty. The interview involves an assessment of the applicants' potential success as teachers within urban school settings and specifically measures seven teacher dispositions: persistence, protecting learners and learning, application of generalizations, approach to at-risk students, professional versus personal orientation to students, professional burnout, and personal fallibility (Haberman, 1995a, 1993). In addition to the interview, applicants are rated using a general set of criteria that includes previous grade-point averages, letters of recommendation, and a set of written materials where applicants describe experiences that may uniquely qualify them for working with diverse students.

Once selected, interns are placed in one of three partnership school sites. Each of the partnership sites is culturally and socio-economically diverse with minority populations of approximately 75 percent, transiency rates of approximately 45 percent, and as many as 84 percent of the students receiving free or reduced lunches.

Like many school districts across the country, an historical practice in this school district has been to hire new teachers to teach in the district's most diverse settings. Not surprisingly, many novices transfer to other more affluent settings after only a year or two. The high turnover rate in diverse urban schools coupled with the common practice of hiring the least experienced teachers to work in these challenging contexts contributes to the lack of stability confronted by the students in these schools. Interns who complete the UTP Program at the diverse partnership

school sites are subsequently placed in similar urban schools during their first-year of teaching. One of the premises of UTP is that teachers who receive specific preparation for teaching in diverse urban schools will be better prepared to teach in those contexts, experience greater success as novice teachers, and consequently continue to teach in urban schools rather than seeking alternative teaching assignments. Longitudinal studies are underway to determine the efficacy of this premise.

Each intern is paired with a primary mentor teacher in the partnership school. Mentor teachers are experienced teachers who are charged with guiding interns in learning to teach and who are expected to participate in ongoing mentor preparation activities. Interns work in the mentors' classrooms under their guidance for a full academic year. Interns' work in the classrooms is coupled with courses at the university that are offered in an integrated block schedule where interns are at the university during some weeks taking courses and in the schools the other weeks working with students in the mentors' classrooms.

Contributing to the UTP Program design were university faculty who had worked in developing successful partnerships between universities and school districts in other contexts. These UTP faculty identified key components of successful school/university partnerships from the teacher education literature as well as their own experience, and they included these components in the UTP Program. The components include creative financing, collaboration with school personnel, preparation of mentors as site-based teacher educators, integration of theory and practice for learning to teach in diverse contexts, and professional development related to defining good teaching. A description of each of these program components follows.

Creative Financing

In order to remain within a budget similar to other teacher preparation programs in the College, additional funds are not allocated for UTP. Rather, the money typically spent on traditional student teaching supervision is reallocated and used differently for the UTP program. For example, instead of hiring part-time faculty to supervise UTP interns in the schools during their internship, which includes practicum and student teaching credit hours, the same student-teaching supervision dollars are used instead to pay honoraria to Lead Mentors. Lead Mentors are veteran teachers in the partnership schools who participate in intensive mentor-teacher preparation at the University and who coordinate and facilitate the interns' work at the partnership schools with other mentors and with university UTP faculty. The honoraria (approximately $1900/semester) for Lead Mentors are provided to them for the planning and work outside of the school day that their roles as Lead Mentors require. Dollars are also used to hire a University Facilitator who works with the UTP faculty and Lead Mentors to monitor the work between the mentor teachers and interns and to observe the practice of the interns in classrooms. Mentor teachers in whose classrooms interns are placed for the full year are paid a stipend of approximately $350 and are offered other non-monetary rewards for their work (e.g., mentor professional development opportunities, certificates of achievement, graduate coursework on site, opportunities to work with their mentor colleagues, opportunities to participate in the preparation of the next generation of teachers, opportunities for professional development).

Collaboration with School Personnel

During the program planning year, faculty from UNLV worked with administrators and teachers in the school district to select the partnership sites, develop goals, plan curriculum, develop the program schedule, interview and select interns who show potential for working with diverse students, identify mentors, and provide orientations for the interns at the diverse school sites. School and University personnel continue to work in partnership to further refine the program, solve problems, and implement the UTP Program. Lead Mentors and partnership school principals have particular influence in the ongoing development of the program.

Mentor Preparation

Mentor teachers serve as role models for interns and are involved in guiding interns as they learn to teach in mentors' classrooms. Accordingly, UTP mentor teachers are carefully selected by school principals in consultation with Lead Mentors and UTP university faculty. Mentor teachers are prepared over time by UTP university faculty and Lead Mentors to develop a pedagogy of mentoring and to serve as site-based teacher educators. Selection and preparation of mentors are based on the desired characteristics and procedures described by the Association of Teacher Educators (ATE) National Commission on Professional Support and Development for Novice Teachers (Odell & Huling, 2000). Mentor teachers meet at least weekly with a UTP university faculty member, Lead Mentor, and other mentor teachers to study and reflect upon their own teaching, their interns' progress, and their roles as mentors. Specific topics for the mentor meetings include: characteristics of effective mentors, roles and responsibilities of mentors, lesson planning, assessment of interns, supporting and challenging interns, standards-based teaching, effective communication, reflective practice, stages of teacher development, concerns of beginning teachers, questioning strategies, observation of interns, coaching interns, teaching toward standards, standards for mentoring, program evaluation, and what's working and what's not working with interns.

The mentor meetings are held during the school day. Mentors leave the classrooms to attend the mentor meetings while interns teach independently in the classrooms. In this way, the mentors do not add these meetings to an already busy schedule beyond the school day, and interns have the opportunity to carry full responsibility in the classroom. Mentors are also involved in program development, assessment, and research activities. Moreover, several of the mentor teachers take an elective graduate course in mentoring with one of the UTP faculty from UNLV.

Integration of Theory and Practice for Learning to Teach in Diverse Contexts

In order to connect the theoretical bases for teaching with actually teaching students in diverse schools, there have been significant efforts made by the UTP faculty to connect their university courses and corresponding assignments to the work that interns are doing in their school classrooms with mentor teachers. For example, mentors are informed about the content of each of the courses and discuss that content in meetings with university faculty. Course assignments are also designed with the help of the mentor teachers. Mentor teachers facilitate the completion of course assignments by assisting interns with their work in the school classroom.

The interns move between the schools and their university coursework in a block schedule that was designed by UTP university faculty in collaboration with mentor teachers and school

administrators. The interns work some weeks solely at the school and attend university classes other weeks. During the university class weeks, the interns maintain contact with their mentors by spending one day each week in the classrooms and by communicating with mentors via telephone and e-mail. Mentor teachers meet with UTP faculty to discuss how to coordinate course requirements. Some of the university courses are actually taught in the partnership schools so that interns avoid the travel time from the schools to the university and also can share their classroom environments with their UTP faculty and colleague interns. This also facilitates mentor teachers becoming increasingly involved in discussions and decisions about university course content and assignments. Interns are asked to use their classroom experiences as part of the basis for studying teaching along with the readings and other activities that university faculty provide in the courses.

Defining Good Teaching

Constructing a definition of good teaching is a focus in all of the courses that interns take. Specifically, good teaching in the UTP program is consistent with educational policy that calls for the improvement of teaching quality to better prepare students academically for a workplace that is more diverse and relies on collaboration and problem solving. Over the past several years, national professional organizations in different subject areas have established various curriculum and teaching standards that are used by the UTP program in courses for interns and in mentor preparation (e.g., Interstate New Teachers Assessment and Support Consortium, 1992; National Council for the Social Studies, 1994; National Council of Teachers of English and the International Reading Association, 1996; National Council for the Teaching of Mathematics, 1991; National Research Council, 1996). The UTP Program is committed to connecting quality mentoring with quality teaching. Accordingly, there is ongoing work and conversation with mentor teachers to have them look critically at their own teaching and further define good teaching in their own classrooms (Odell & Huling, 2000).

UTP Program Curriculum

The curricula for both the elementary and secondary components of the UTP Program have been developed by drawing on the teacher education research literature, the case-study experiences of those UTP faculty who have personally developed collaborative field-based programs, and state licensure requirements. From these sources and the tacit knowledge of program developers, curricular strands and processes for instruction emerged. The integrated curricular strands and instructional processes include assessment, educational foundations, technology, multicultural/diversity/urban issues, reflection and inquiry, and appropriate subject matter instructional strategies. These strands and processes are integrated into all UTP program coursework and experiences. The specific courses include those required by the State of Nevada for teacher licensure.

Because the primary emphasis of the UTP Program is to prepare teachers to work in diverse urban contexts, there is considerable attention devoted to topics and issues such as poverty, community, cultural diversity, meeting special needs of students, and teacher burnout. Such issues are addressed through specific workshops, courses, discussion of case studies and, most importantly, through the daily work of interns in diverse classrooms with mentor teachers.

The assessment of interns is aligned with State of Nevada teaching standards and with national principles for beginning teachers (Interstate New Teachers Assessment and Support Consortium, 1992). Evaluation forms and observation forms that are completed by mentors, interns, and university faculty all reflect these state and national standards.

UTP Program Challenges

Challenges have emerged in the UTP Program that are inherent in university/school collaboration (e.g., labor-intensive nature of collaborative work, incompatible reward structures for faculty and mentor teachers, clashes across institutional structures, time to work together). In the UTP Program, some solutions for addressing these challenges have been developed. For example, the UTP faculty who help coordinate the program are allocated one course reassignment (release time) for their participation each semester. In addition, the school district pays these UTP faculty coordinators an additional honorarium and the faculty are reimbursed for their travel to the partnership school sites. Moreover, faculty who have been involved in this labor-intensive field-based program are recognized through the merit-pay system at the university.

To deal with clashes across institutional structures, mentors and interns continue to meet together and with university faculty to discuss how mentors can facilitate the application of theory in classroom settings. In return, mentors provide faculty with ideas about how to make the theoretical work at the university more meaningful to interns in their practice as teachers.

University UTP faculty, mentors, and school administrators are continuing to work toward even better ways of making collaborative efforts viable. Several research and evaluation projects are currently underway to determine the efficacy of working in innovative ways to prepare teachers for working in diverse urban contexts. Preliminary results indicate that the benefits appear to be significant for mentors, interns, and the children they teach.

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Teachers as Teacher Educators

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To cope effectively and creatively with tomorrow's classrooms, future teachers will need to possess new knowledge and skills, and increasingly, they will be called upon to display a high level of professional integrity demonstrated by learner engagement, and emotional, ethical, and reflective wisdom and maturity.
(Reiman, Peace, Terry-Williams, & Hines, 2000)

Teacher preparation and development have become increasingly important foci for the process of school reform and educational quality. National commissions (Carnegie Forum on Education and the Economy, 1986; Commission on Teaching and America's Future, 1996) reaffirm the importance of quality teacher preparation, induction with mentoring, and ongoing professional development. At the National Conference on Teacher Quality (NCTQ; 2000), educational leaders acknowledged that teaching and high quality preparation of teachers are the linchpins of real reform in teacher education. Endorsing contextualized teaching and learning and more significant roles for colleges and universities, NCTQ (2000) admonishes policymakers at national, state, and higher education levels to confront several myths that hamper thoughtful, coherent, and long-range solutions to teacher development. Among the myths are assertions that anyone can teach, that teachers don't work hard enough, that brief workshops can be the mainstay of teacher professional development programs, and that teacher education is not of much use.

Those myths are challenged in a practical model of professional development for teachers as mentors and teacher educators that has been researched in a variety of contexts (e.g., urban, suburban, rural). The program -- the N.C. State Model Clinical Teaching Program and Mentor Educator Network -- is based on a conceptual framework of the developing adult learner. In effect, the program explores both the possibility and necessity of ongoing psychological transformation in teacher professional development programming.

The overall goal of the program is the fostering of teachers' integrated learning. Integrated learning means positive changes in knowledge, performances, and dispositions. This article provides an overview of the collaborative model for preparing teachers as mentors and teacher educators; an introduction to the rationale and conceptual framework for the program; a sketch of the primary elements of the program; and a summary of selected research studies which promote transformations in integrated learning for teachers as mentors and school-based teacher educators.

A Collaborative Model

For over 15 years, faculty at North Carolina State University and North Carolina Central University, together with educators in North Carolina, have been examining curriculum and new roles needed to improve the initial preparation and the continuing development of teachers. The result has been the creation of a scope-and-sequenced-curriculum for preparing three new types of teachers as teacher educators: clinical mentor teacher, school-based teacher educator, and clinical instructor. These roles complement the traditional ones of university instructor, university supervisor, and cooperating teacher. The primary reason for creating these roles are the increasing knowledge about the art and science of teaching, the greater complexity of preparing and retaining high quality teachers, and the expansion of society's expectations for teachers. A fundamental dimension of the program is the psychological perspective, which recognizes that integrated learning for adults must encompass learning (new knowledge), development (new intellectual, ethical, self-understanding and interpersonal growth), and performance (new abilities and skills).

The N.C. State Model Clinical Teaching Program and Mentor Educator Network has evolved in a series of steps. In the mid-1980s, North Carolina mandated that schools assign mentors to beginning teachers and that mentors receive professional development for their new roles. Anticipating this mandate, N.C. State faculty and district personnel began meeting to reexamine the meaning of professional development. The partners were eager to explore the capability of preparing teachers as teacher educators through a scope-and-sequenced-curriculum that cultivated communication skills, coaching skills, clinical supervision, and skills in working with the developing adult learner. Finally, the school and university partners wanted to investigate the possibility of a sustained engagement in collaborative inquiry and teacher professional development that could bridge pre-service teacher education induction with mentoring, and ongoing professional development including peer coaching and collaborative action research.

A collaborative program was developed that capitalized on the partnered thinking of district and university personnel. Subsequently, teachers collaborated with faculty in a professional development program to coach and educate teachers as teacher educators (and mentors) in their own districts. There now exist five cadres of 2-20 school-based teacher educators who conduct their own local programs. One of the program's goals was to create three new leadership roles for teachers, described below.

- *School-based teacher educators* complete a 12-credit hour sequence of professional coursework in coaching and assistance. The curriculum includes a one-semester seminar, a one-semester practicum, and a two-semester reflective internship. The curriculum is based on a theory and research about teaching, integrated adult learning, and moral and conceptual development.

- *Clinical teachers* (mentors) are educated locally by teacher colleagues (school-based teacher educators) and complete a 6-credit-hour sequence resembling the seminar and the practicum taken by their school-based teacher educators. Research (see the final section of this paper) indicates that this approach to professional development is highly effective in fostering integrated learning. As one clinical teacher noted, "In preparing for this role, I had an

opportunity to revisit high-quality teaching, mentoring, and coaching practices and reflect carefully on them. The coaching and leadership skills that I gained have become a part of my professional repertoire."

- *Clinical instructors* are practicing school-based teacher educators who assume an additional new leadership role of teaching methods courses to prospective teachers and student teachers at a school site or at the university, often teamed with a university instructor. These clinical instructors have been extremely successful in their teaching, and are uniquely suited to bridge the cultures of university and schools.

Conceptual Framework for Teachers as Teacher Educators:
A Developmental Perspective

Over the past 20 years, there have been a series of studies that suggest that adult development makes a difference in the real world of complex human helping professions like teaching. For example, Hunt (1974) showed that conceptual complexity interacted with instructional tasks. At more complex plateaus, teachers were more flexible, more adaptive, and more responsive to the learners (Sprinthall, Reiman, & Thies-Sprinthall, 1996). Likewise, Chang (1994) found that teachers at more complex moral reasoning levels were more democratic in their teaching methods and more responsive to divergent student perspectives. O'Keefe and Johnston (1989) found that teachers who process experience more complexly have a greater ability to read and flex with pupils, to take the emotional perspective of others, to be tolerant of diverse perspectives, and to think on their feet and find alternative solutions. The growing body of evidence in the cognitive sciences leads to the following observations:

- Cognitive-developmental theory can be applied to the goal of integrated learning for adults.
- There is a consistent predictive relationship between more complex stages or developmental plateaus and performance in complex human helping tasks like teaching.
- The intellectual, interpersonal/intrapersonal, and ethical domains of complexity are necessary for teaching in today's schools.
- The developmental levels of pre-service teachers and adults, in general, are modest, about the mid-point on various indices of cognitive-structural development.
- Educational programming should assess how professional education and ongoing professional development fosters full human development and integrated learning.

Growing out of the five observations, a conceptual framework was organized to guide curriculum design and subsequent educational programming. Teacher education, like many other fields, needs a theory of instruction. Thus, the elements of coaching and collaborative inquiry (Joyce & Showers, 1994; Oja & Smulyan, 1989) were aligned with elements for encouraging new role-taking with integrated inquiry (Peche, 1998; Sprinthall & Thies-Sprinthall, 1983; Reiman, 1998). There are five fundamental concepts within this theoretical/conceptual framework for promoting integrated learning. First, educators of adults must contextualize leaning and instruction by accounting for the experiences of diverse learners. Second, integrated inquiry, which includes analysis and reflection, grows best out of real problems present in immediate experience. When teachers undertake complex new human-helping roles such as collaborative inquirer, mentor, or school-based teacher educator, the role-taking (action)

precedes and shapes the intellectual consciousness that grows out of it. Third, there is a learning truism that spaced practice is vastly superior to massed practice. The complex goal of fostering integrating learning -- which, of course, includes growth in the interpersonal, conceptual, and moral/ethical domains -- requires a continuous interplay between action and reflection. A one-or two-week workshop followed by actual helping has not caused shifts in the cognitive structures (development) of the participants. Typically, as least four to six months are needed for significant integrated learning. Fourth, we rediscovered Vygotsky's zone of proximal growth (1978). Support (encouragement) and challenge (prompting the learner to accommodate to new learning) are necessary for integrated learning. This is the most complex pedagogical requirement of our approach. And fifth, attention to new abilities (performances) requires an instructional model of coaching, wherein the adult learner, over time, acquires "executive control" of complex new skills. Figure 1 portrays the integrated learning framework that has guided program development and evaluation.

Figure 1: An Integrated Learning Framework for Teacher Professional Development

Integrated Learning Framework

(Promoting New Learning, Development, and Performance

• Determine Learners' Prior Knowledge and Performance	Acquaint Oneself with Prior Experiences and Values Of the Learner
1. Introduce Rationale/Theory	1. New Role-taking
2. Provide Demonstration with Inquiry	2. Integrated Inquiry (Analysis and Reflection)
3. Practice with Feedback	3. Balance Between Role and Integrated Inquiry
4. Generalize and then Adapt	4. Support and Challenge
5. Post-assessment	5. Continuity

Joyce and Showers (1995). Staff development For student achievement. NY: Longman

Sprinthall, Reiman, & Thies-Sprinthall (1996). Teacher professional development. In J. Sikula (ed.), Second Handbook of Research on Teacher Education. NY: Macmillan.

Putting this framework of integrated learning into action, however, would be limited without a sustained study of its effects on integrated learning. After all, although few dispute the primacy of learning basic academic knowledge and new abilities (performances), too few educational leaders have joined such academic learning to conceptions of healthy human development or psychological maturity.

Can teacher professional development programs be created that produce teachers who are problem solvers, ethically driven, and other-centered? Can teachers be encouraged to be more flexible, more empathic, and more reflective in their practice? Such questions have begun to be asked by a few higher education programs such as the program at Alverno College (Mentkowski and Associates, 2000). Some studies suggest that the framework for integrated learning (figure 1) can direct the nature and quality of teachers' new leadership experiences such that it promotes integrated learning. Figure Two outlines selected studies that the authors and their associates have initiated during the last 20 years. In each case, the studies asked the individual to assume a complex new role that involves integrated inquiry, a scope-and sequenced-curriculum, support, and challenges to enlarge both his or her social perspective and socio-moral commitments, while simultaneously acquiring new abilities and new knowledge (i.e., integrated learning).

Figure 2: Selected Roletaking and Inquiry Studies that Promote Integrated Learning

Investigator	Sample	Measures	Learning	Outcomes Development	Performance
Glassberg & Sprinthall (1980)	Student Teachers	Supervisor Moral Reasoning Cognitive Complexity Indirect Teaching	+	+ +	+
Oja & Sprinthall (1978	Teachers	Self-Report Moral reasoning Conceptual Reasoning Self-Understanding-SCT Indirect Teaching-Flanders Listening	+	+ + +	+ +
Thies-Sprinthall (1984)	Supervising Teachers	Moral Reasoning Conceptual Reasoning Empathy-Carkuff And Accurate Listening		+ +	+
Oja & Smulyan (1989)	Teachers as Action Researchers	Moral Reasoning Cognitive Complexity Ego Level Interpersonal Knowledge of Action Research Skill in Action Research	+	+ + +	+ +
Reiman & Parrarmore (1993)	Undergraduate Tutors	Moral Complexity Cognitive Complexity		+ 0	
Reiman & Thies-Sprinthrall (1993)	Mentor Teachers	Moral Complexity Cognitive Complexity Indirect Conferencing High-level questioning Coaching skills		+ +	+ + +
Reiman & Watson (1999)	Beginning Teachers	Teaching Performance Moral Reasoning Cognitive Complexity Greater Retention	+	+ +	+

Figure two overviews seven role-taking and integrated inquiry studies that we selected from a larger set of studies. In each case, the studies asked educators to assume complex new leadership roles. As the new role was being assumed, the teachers were participating in a scope- and sequenced-professional development curriculum for integrated learning. Integrated inquiry (careful and sustained self-analysis, reflection, and meta-reflection) was provided during the four-month to one-year interventions. The studies show consistent positive gains in integrated learning. It is important to note that our educational programming has become increasingly interdisciplinary in nature. Thus, program development and research now intersects with school counselors, social workers, school psychologists, and curriculum and instruction specialists as they assume complex new leadership roles within the school or school system (Peace, 1995, 1998).

As Dewey (1938) illustrated, the full human development of learners ensures that civic engagement is experienced by everyone. Dewey's vision of a genuinely democratic school as an institution remains an ideal and compass for both teacher education and college and university settings. Unfortunately, and all too frequently, the curriculum of these institutions promotes partial human competence. Academic curriculum is no guarantor for learners to reach their intellectual, interpersonal, and character potentials. Integrated learning as the aim for teacher education and teachers as teacher educators does not happen in a one- or two-week experience. Full human development takes time. Dewey's central view was to promote a balance between experiential learning and careful, rational examination, what we call integrated inquiry. The practical implementation of our program with its conceptual framework and empirical findings suggests that integrated leaning can be a part of teacher professional development programs. The challenge, of course, is to find the right balance between reflection, analysis, and experience.

Kohlberg (1980) and Gilligan (1982) believed the American revolution was unfinished; that the moral and rational capacity for full democracy, justice, and caring was latent in human thought and feeling and must be stimulated by experiences such as complex new roles, or living in a democratic community, or engagement in sustained critical dialogue. This objective is undertaken when real moral issues of caring, justice, rights and obligations are decided by all. The professional development program that is described in this e-primer summarizes one curricular approach that attempts to actualize the vision of Dewey. It embraces the possibility and necessity of ongoing psychological transformation throughout the adult educators' life span.

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